

# COLLEGE 111 – Career Planning

***NOTE:** This is a SAMPLE syllabus and is only meant to give you a snapshot of what this class has looked like in previous semesters. All material in this syllabus are subject to change depending on who the instructor is and if the structure of the course changes. Refer to the actual syllabus obtained by your instructor.*

## **COURSE OVERVIEW**

This course is designed to introduce you to the process of career exploration and research. We will start by focusing on the foundation for all good career planning – defining the true YOU! You will consider what characteristics (abilities, interests, values, and personality) help make you the unique person that you are and begin thinking about how this self-knowledge relates to your choice of a major and a career. Next we will turn to topics such as career research, decision making, and understanding the world of work. We will spend the last few weeks focusing on skills and strategies you need to be successful in your job search and your career.

### ***Textbook:***

There is no textbook for this class.

### ***Course Format:***

People change their careers up to eight times in their lifetime, and that number may increase as our workplace continues to change, responding to new technologies and the changing needs of the workplace. Therefore, this class will provide you a set of skills that will enable you to adapt to changes in your life both personally and professionally. The content of the course involves self-exploration as well as knowledge of the world of work. You will be evaluated on how much effort and depth of thought you put into your assignments, on your professionalism in written communication, on your participation in class discussions, and on your work ethic and the quality of your assignments. YOU are an integral part of accomplishing the objectives of this course.

### ***Email Communication:***

There are many forms of communication and it is important that you understand distinctions between how you might communicate professionally versus in your personal life. I expect that you will communicate via email in a respectful way, using proper grammar and punctuation. Be sure that you proofread the email before you send it.

## **COURSE OBJECTIVES**

As a result of taking this course, students will:

- Understand that the components of a career choice include career, personal, and educational awareness
- Recognize that a career is a life-long process involving continuous evaluation, integration and prioritization of various life roles
- Identify and understand the life experiences, personal characteristics, values, interests, motives, and abilities that influence their occupational choices
- Enhance decision making skills and develop tentative major and/or career options
- Increase their knowledge of the world of work and career options
- Gain skills and experiences relevant to the career and job search process

## **COURSE POLICIES**

### ***Attendance/Participation:***

Attendance in this class is required. Class is structured on consecutive acquisition of knowledge and failure to attend previous classes results in the inability to act successfully in next classes. In addition, since we only meet one day per week, you will miss a lot of content and in-class activities if you miss several classes. Therefore, you are allowed **1 (one)** non-excused absence. All other absences must be arranged **in advance** to avoid point deductions from your overall grade.

Due to the discussion and interaction-oriented format of this course, much of the learning is hands-on or experiential and requires you to be present and actively engaged in the class. Attendance is required for the benefit of your learning and as a courtesy to your classmates. While it is recognized that some people are more comfortable with participating than others, it is expected that you will be present, be prepared, and be willing to share your thoughts, ideas, and experiences.

### ***Career Inventories:***

You will need to take career inventories for this class. These assessments will begin to frame how you articulate qualities about yourself that will be used in making a career choice. These assessments look at your occupational interests as well as personality factors which will influence what types of occupations would suit you. Career Inventories we will assign in class are the Myers Briggs Type Indicator (MBTI), FOCUS, and StrengthsQuest.

- Instructions will be given in class for taking these assessments/inventories throughout the term of this course. Even if you have already taken one of these assessments through COB 111, etc., I would like you to take them again.

### ***Late Assignments:***

Students are responsible for printing off their work prior to class and turning in completed assignments when they are collected in class on the day the assignments are due. Work is considered late if it is not turned in to the instructor at the beginning of class or into the D2L dropbox by the deadline (depending on where assignment is designated to be turned in). Late work can only receive up to 50% of the total points for that assignment. If you have missed a class where assignments were handed out/discussed, it is your responsibility to get the assignment information, and you are still expected to get the work done on time.

### ***Quality of Work:***

Your work should reflect college standards. All written assignments must be typed, double-spaced, pages numbered, and utilize standard margin/font sizes (i.e. 1-inch margins, 10-12 point font size in a standard font such as Times New Roman). **Please make sure your name appears on each sheet or staple your pages together.** You do not need to prepare a cover sheet for your assignments.

College quality work is grammatically correct and free of typographical errors. I will deduct points on your written assignments for mechanical and structural errors such as capitalization, punctuation, spelling, misuse of words, formatting, paragraph structure, fragments and run on sentences, etc. You might be asking, why does this matter? Because communication skills are the #1 skill employers seek, and strong written skills can make or break whether you get an interview, job offer, or promotion.

Please be sure to thoroughly **proofread your work**; failure to do so will impact your grade on assignments. VISIT THE WRITE PLACE if necessary – Bldg 51 B Room 117

<http://www.stcloudstate.edu/writeplace/>

### ***Accommodations for Students with Disabilities:***

It is University policy to provide on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Any student with a documented disability condition (e.g. physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the director in Student Disability Services (SDS) at the beginning of the semester. SDS is located in Centennial Hall. Staff can be reached by calling 320/308-4080 voice or TTY.

### ***Academic Integrity:***

Please be aware that your work is expected to be your own, unless appropriately referenced. Be sure to site any sources you utilize for class papers and do not falsify information on assignments. For information regarding how to properly cite works, visit [http://libdata.stcloudstate.edu/page.phtml?page\\_id=150](http://libdata.stcloudstate.edu/page.phtml?page_id=150). For information regarding plagiarism, visit <http://bulletin.stcloudstate.edu/ugb/academic/default.asp>.

## **GRADING**

You are encouraged to keep track of your own points throughout the semester to track your progress and calculate your grade. Assignment grades will also be posted on D2L.

The grading scale is as follows:

90-100% A	A: Achievement outstanding relative to the course requirements
80-89% B	B: Achievement above the basic course requirements
70-79% C	C: Achievement meets the basic course requirements
60-69% D	D: Achievement worthy of credit but below the basic course requirements
<60% F	F: Performance fails to meet the basic course requirements

## COURSE SCHEDULE

The instructor reserves the right to change the course schedule and/or course assignments throughout the semester – should a deadline change, you will be notified in class and via email.

<b>Date</b>	<b>Topics</b>	<b>Tasks/Assignments</b>
Week 1	<b>Welcome! Introduction, Review Syllabus</b>	<ul style="list-style-type: none"><li>• Read and review syllabus</li><li>• Intro to the Career Center</li><li>• Receive career events assignment</li></ul>
Week 2	<b>Career Development</b>	<ul style="list-style-type: none"><li>• Receive vocational autobiography assignment</li></ul>
Week 3	<b>Skills, Interests, Values, and Personality</b>	<ul style="list-style-type: none"><li>• Turn in vocational autobiography assignment</li><li>• Take FOCUS2 assessment</li><li>• Receive FOCUS2 worksheet</li><li>• MBTI assessment instructions</li></ul>
Week 4	<b>Exploring Majors at SCSU</b>	<ul style="list-style-type: none"><li>• Turn in FOCUS2 worksheet</li><li>• Turn in Career Clusters activity</li><li>• Guest speakers</li></ul>
Week 5	<b>Exploring Majors at SCSU and Career Exploration</b>	<ul style="list-style-type: none"><li>• Guest speakers</li><li>• Receive SCSU majors assignment</li></ul>
Week 6	<b>Personality and Careers</b>	<ul style="list-style-type: none"><li>• Turn in SCSU majors assignment</li><li>• Myers Briggs Type Indicator (MBTI) Interpretation with results</li><li>• Receive MBTI reflection paper assignment</li></ul>
Week 7	<b>Experiential Learning</b>	<ul style="list-style-type: none"><li>• Guest Speakers</li></ul>
Week 8	<b>Job Shadows and Informational Interviewing</b>	<ul style="list-style-type: none"><li>• Turn in MBTI reflection paper</li><li>• Receive informational interview assignment</li></ul>
Week 9	<b>Spring Break-No Class</b>	
Week 10	<b>Resumes and Cover Letters</b>	<ul style="list-style-type: none"><li>• Schedule mock interview appointment with a staff member in the Career Center</li></ul>

Week 11	<b>Resumes Continued and Job Interviewing</b>	<ul style="list-style-type: none"> <li>• Bring your resume to class for today's activity</li> <li>• Receive directions for taking Strengths Quest</li> </ul>
Week 12	<b>Using Your Strengths</b>	<ul style="list-style-type: none"> <li>• Turn in draft of resume and cover letter with a job/internship description</li> <li>• Bring your printed Strengths Quest results to class for in-class activity and assignment</li> </ul>
Week 13	<b>Job Searching</b>	<ul style="list-style-type: none"> <li>• Turn in mock interview experience assignment</li> <li>• Turn in career events assignment</li> </ul>
Week 14	<b>Networking, References, and Social Media</b>	<ul style="list-style-type: none"> <li>• Linked In assignment</li> <li>• Elevator Pitch/Speech</li> </ul>
Week 15	<b>Professionalism and Etiquette</b>	<ul style="list-style-type: none"> <li>• Turn in informational interview assignment</li> <li>• Turn in final resume and final cover letter with job/internship description</li> <li>• Receive final assignment instructions</li> </ul>
Week 16	<b>Last Day of Class</b>	<ul style="list-style-type: none"> <li>• Final</li> </ul>
Week 17	<b>Finals Week-No Class</b>	<ul style="list-style-type: none"> <li>• Turn in any late assignments by noon on Friday</li> </ul>